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ABSTRACT

This book details the studio setting of a history workshop in which learners discuss the meaning of artifacts, oral history transcriptions, historical photographs, and other firsthand sources from the past. Teachers facilitate interactions among children and play the role of elders, guiding younger learners as they explore a variety of historical writings. The parallels between the history process and the reading/writing/thinking process are examined with outlines of what are believed to be essential elements of an effective history workshop. The book contains three parts. Part 1 is "Learning History as a Process." Part 2 details "The History Workshop." Part 3 examines "Children Reconstructing the Past: Case Studies." A pictorial bibliography is included. (EH)

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